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Information Bulletin

Grade 6 Social Studies **1996-97**

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	
General Audience	
Others	✓ Superintendents

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This bulletin contains general information about the Provincial Student Assessment program and information specific to the Grade 6 Social Studies Achievement Test. **This bulletin replaces all previous bulletins.**

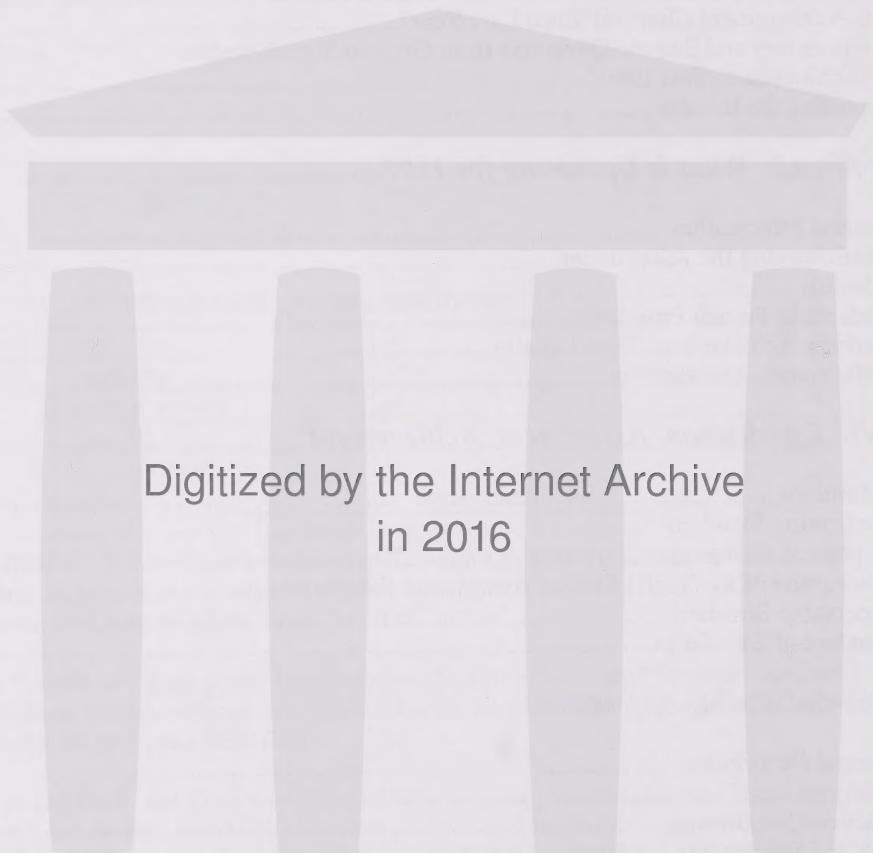
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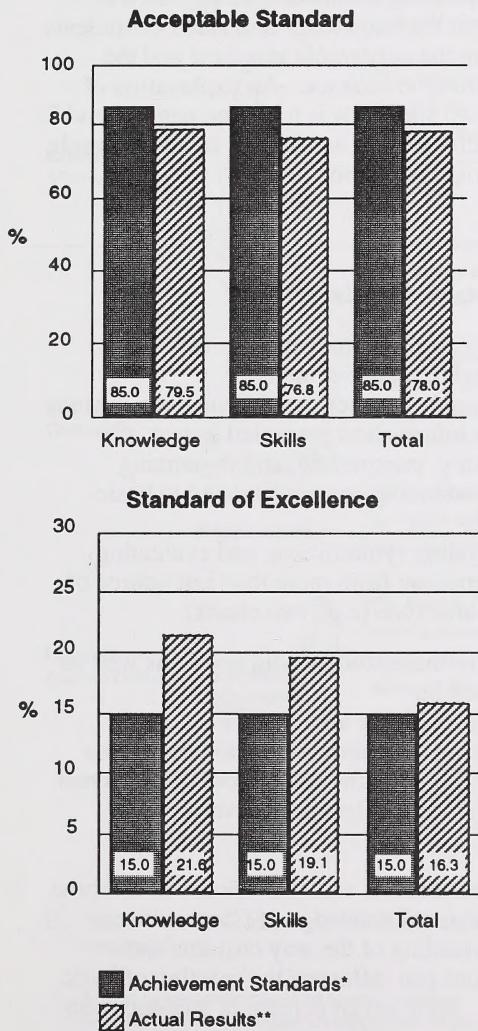


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Looking Back: Highlights of 1996

Grade 6 Social Studies

This information provides teachers, school administrators, and the public with an overview of the results for the June 1996 Grade 6 Social Studies provincial assessment. It complements the detailed school and jurisdiction reports.



- * the percentage of students in the province expected to meet the acceptable standard and the standard of excellence
- ** the percentage of students in the province who met the standards (based on those who wrote)

Who Wrote the Test?

All students registered in Grade 6 were expected to write the 1996 Social Studies Achievement Test. Only a small proportion of students did not write the test: 2.4% were absent and 3.0% were excused from writing by their superintendent.

The results presented in this bulletin are based on scores achieved by all students writing in English. A total of 38 325 students completed the June 1996 test in English. This number reflects a decrease of 1 839 students over the last administration of the test in 1995. This decrease is largely due to the fact that results for students writing in French are now reported separately.

What Was the Test Like?

The assessment instrument had 50 multiple-choice questions in three topic areas: Topic A is Local Government, Topic B is Greece: An Ancient Civilization, and Topic C is China: A Pacific Rim Nation. Two learning domains were assessed: Knowledge (20 questions) and Skills (30 questions). Students recorded their responses to questions on a separate answer sheet.

How Well Did Students Do?

As shown by the graphs, the number of students meeting the *acceptable standard* was lower than expected, whereas the number of students meeting the *standard of excellence* was higher than expected. In both cases, more students met standards in knowledge than in skills.

In 4.9% of the schools, the percentage of students meeting the *acceptable standard* was significantly above expectations for the

province. In 63.4% of the schools, the percentage was not significantly different from provincial expectations. In 31.7% of the schools, the percentage of students meeting the *acceptable standard* was significantly below provincial expectations. Schools where fewer than five students wrote the Grade 6 test are not included in the calculations.

Has Achievement Changed Since Last Year?

A study of changes in achievement was conducted as part of the provincial assessment. Results indicate that student achievement in social studies in 1996 is

similar to that of the last administration in 1995.

Commentary and Sample Questions from Grade 6 Social Studies Achievement Test 1996

Sample questions from the 1996 test and accompanying discussion are provided to highlight the knowledge and skills of students meeting the *acceptable standard* and the *standard of excellence*. An explanation of these two standards is found on pages 6 and 7. For each question an asterisk is placed beside the correct response.

Acceptable Standard

The strengths of students who met the *acceptable standard* include:

- making inferences and drawing conclusions from information presented as text
- locating, interpreting, and organizing
- understanding concepts related to basic needs
- analyzing, synthesizing, and evaluating information from more than one source of the same type (e.g., two charts)

Many of these students did not do as well as expected in:

- using longitude and latitude
- working with chronology and time-lines
- understanding the differences in needs met by the various levels of government

46. In China, grandparents often play an important role in meeting social needs by

- A. working in the rice fields
- B. transporting vegetables to the local market
- *C. living with their extended families
- D. providing the main income for their families

For **question 46**, students needed to combine their factual knowledge of China with an understanding of the way customs and traditions can influence the meeting of basic needs. Sixty-seven percent of students who met the *acceptable standard* but not the *standard of excellence* were successful with this question.

Read the following comments about some ways in which people have met their needs. Then answer question 13.

Leonidas
Ancient Greece



Throwing a javelin

“I wear a chiton all year long. I live by the Mediterranean Sea, so the weather doesn’t change a lot from season to season. I think that this is the best place to live.

Kelsey
Alberta today



Tobogganing

“The weather in Alberta sure changes from season to season. I can wear shorts in the summer, but I need to wear a ski jacket in the winter!

Mei-Lin
China today



Riding a bicycle

“I live in southern China. I now wear western-styled clothes and often use an umbrella during the warm wet winters.

Lyander
Ancient Greece



Pressing grapes

“In Ancient Greece, there are several classes of people. I am a slave. This means that I will never be allowed to vote or to receive an education.

“The people who own me say that they are pleased with my work and will keep me as a slave when I grow up.”

For **question 13**, students needed to synthesize information given by a number of speakers in order to select a conclusion that embraced them all. Seventy-six percent of students who met the *acceptable standard* but not the *standard of excellence* were successful in this task.

13. Which is the **best** conclusion that can be made from the comments?

- A. It is wrong for one class to own another.
- B. Sharing among countries can influence people’s lifestyle.
- C. Ancient Greek values, beliefs, and ideas have affected western civilization.
- *D. The ways in which needs are met have changed over time and from place to place.

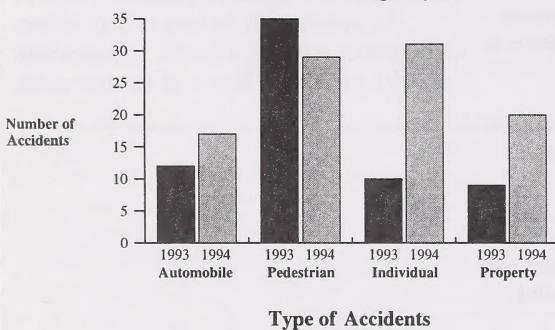
Use the following information to answer question 28.

The people of Brownsville are concerned about the increase in bicycling accidents over the last two years, as shown in the following chart and graph:

Accidents Involving Bicycles

Type of Accidents	Number of Accidents	
	1993	1994
Automobile and bicycle accidents	13	17
Pedestrian and bicycle accidents	29	35
Individual bicycle accidents	10	31
Property damaged by bicycles	9	20

Accidents Involving Bicycles



28. The group that could **best** use the statistics from the chart would be

- A. hospital managers requesting increased funding
- *B. citizens supporting a bylaw to restrict bicyclists
- C. citizens opposing a bylaw to restrict bicyclists
- D. police officers charging bicyclists who break the law

Standard of Excellence

Students who met the *standard of excellence* had strengths that include:

- analyzing, synthesizing, and evaluating information from different kinds of sources (e.g., text, charts, and graphs)
- understanding the relationships between individuals and government

Many of these students did not do as well as expected in:

- using longitude and latitude

For **question 28**, students needed to draw a conclusion from data contained in a chart. This involved not only analyzing a variety of data but also understanding the significance of it in a social context. Seventy-three percent of students who met the *standard of excellence* chose the correct response.

Reporting the Results

On August 23, 1996, each school jurisdiction received electronically a district report and individual school reports regarding their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staff (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

Two copies of an individual profile for each student will be sent to the school that the student will attend in September. We expect that the Parent Copy will be given to parents and the School Copy will remain with the student's record.

Looking Ahead: What is Upcoming for 1997

General Information

The Provincial Student Assessment Program provides teachers, parents, students, school administrators, Alberta Education, and the public with information about what students know and can do in relation to provincial standards. Group results are reported at school, district, and provincial levels to improve learning opportunities for students.

The assessments are administered in two subject areas at Grade 3—language arts and mathematics—and in four subject areas at Grades 6 and 9—language arts, mathematics, social studies, and science.

The assessments are based on provincial standards, which reflect important learnings in the subject areas listed above. Classroom teachers from across the province are extensively involved in developing and field testing the assessment instruments.

Administering the Assessment

Information about the nature of the provincial assessments as well as their administration to special needs students can be found in the *General Information Bulletin, Provincial Student Assessment Program*, which is mailed each fall to all superintendents and principals.

Schedule

The written-response component of English and French Language Arts will be administered during the last week of May. The machine-scorable component of all achievement tests will be administered during the last two weeks of June. Specific information regarding scheduling is provided in the current *General Information Bulletin, Provincial Student Assessment Program*.

To minimize any risks to security, we recommend that all students complete the test on the same day. Superintendents approve a local schedule for achievement test

administration within the dates provided. Students who are absent when the tests are administered and who return to school by the end of the school year must write the tests upon their return. By scheduling the tests early in the administration period, most, if not all, absentees can be tested upon their return to school. The principal is responsible for ensuring the security of the tests.

The tests that will be administered each year are:

Grade 3

English Language Arts (*Part A: Writing and Part B: Reading*)

Mathematics (English and French forms)

Grade 6

English Language Arts (*Part A: Writing and Part B: Reading*)

Français 6^e année (*Partie A: Production écrite and Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)* see below

Social Studies (English and French forms)

Grade 9

English Language Arts (*Part A: Writing and Part B: Reading*)

Français 9^e année (*Partie A: Production écrite and Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)

Social Studies (English and French forms)

Students in French Programs

All students in French programs must write the French form of the achievement tests. Alberta Education will send a checklist to schools in January requesting an indication of how many English or French tests are required. These forms must be returned through jurisdiction offices by mid-February.

* Resources for the implementation of the revised Program of Studies for elementary science will not be available until the

1997-98 school year. Therefore, implementation of the revised Program of Studies for students in French programs is optional for the 1996-97 school year.

Schools offering grade 6 science in French must decide which form of the science test they will write in June 1997. The choices are either the translated form of the 1996 Grade 6 Science Achievement Test based on the previous program or the 1997 Grade 6 Science Achievement Test based on the revised program. Schools offering Grade 6 Science in French must choose one form or the other for all students in Grade 6 writing in French.

Marking Achievement Tests Locally

Teachers are able to mark the tests before returning them to Alberta Education.

Teachers can use the results as part of an individual student's year-end assessment, as well as for planning instruction.

Performance Assessments

Performance assessments provide students with real-life tasks. These assessments address many of the learner expectations that cannot be easily measured using only paper and pencil strategies. These tasks have been developed by classroom teachers and are designed to model good classroom instruction and assessment practices.

The Student Evaluation Branch uses these tasks to collect a broader base of information about what students know and can do than achievement tests alone can provide. These assessments will be administered to a provincial sample of students in all subjects on a rotating basis. The following assessments will be given in 1997:

Grade 3

- informational book tasks in language arts

Grade 6

- social studies: inquiry into basic needs

Grade 9

- problem-solving and communication tasks in science

Standards: Curriculum, Assessment, Achievement

The move toward results-based curricula has re-emphasized the need for a clear delineation of standards and their purpose. All standards and all methods of setting standards require judgement.

The process of setting a standard can only be as good as the judgements that go into it. The standard will depend on whose judgements are involved in the process. In this sense, all standards are subjective. Yet once a standard has been set, the decisions based on it can be made objectively. Instead of a separate set of judgements for each test-taker, you will have the same set of judgements applied to all test-takers. Standards cannot be objectively determined, but they can be objectively applied.¹

Definitions

The Achievement Testing Program is directly concerned with three different but related standards. These provincial standards are curriculum standards, assessment standards, and achievement standards. Local targets are also described in this section.

¹ Passing Scores; Samuel A. Livingston, Michael J. Zieky; Educational Testing Service, 1982.

- **Curriculum Standards** are the expected student learnings sequenced into grade levels. They include broad statements of knowledge, skills, and attitude expectations against which student performance is judged. These standards are established in the process of curriculum development and are found in the *Program of Studies* document produced for each subject.
- **Assessment Standards** are the criteria adopted for judging actual student achievement relative to curriculum standards. They are ultimately expressed and applied to test scores. They are derived from answers to questions such as: What scores must a student obtain or how many questions on a given test must a student answer correctly in order for his/her performance on the test to be judged as acceptable or excellent?
- **Achievement Standards** are judgements that specify what percentages of students are expected to achieve an acceptable and an excellent level of achievement in relation to each course of studies, i.e., the relevant curriculum standards. It is important to point out that this judgement is not a prediction of the percentage of students who will actually achieve acceptable or excellent levels, but rather a specification of the percentage of students at a given grade or year in school who are *expected* to achieve the acceptable (85%) or excellent standard (15%). The **85% of students expected to meet the acceptable standard includes those who meet the standard of excellence.** These standards apply to school, jurisdiction, and provincial performance.
- **Local targets** are goals set in schools/districts to focus plans for helping students learn what is expected by the provincial government. These local targets reflect the specific needs of students, the views of teachers, school administration, and the local community, and the resources available to provide learning opportunities for students.

Confirming Standards

Confirming standards is a process in which some teachers who are selected for marking are asked to make judgements about the achievement test to answer the question of whether province-wide performance is good enough. For more information on the confirming standards process, refer to the *Provincial Student Assessment Program Provincial Report, June 1993*

Administration. For information on the selection of teachers for participation in the confirming standards process, refer to the current *General Information Bulletin, Provincial Student Assessment Program.*

Purpose of Assessment Standards

The provincial standards are the basis upon which we assess how well students have learned Social Studies by the end of Grade 6. These standards reflect the essential learnings that all Alberta students are expected to achieve. Provincial standards are useful, therefore, for assessing Grade 6 students in all types of school programs—public, private, and home education. By comparing actual results with provincial standards, decisions can be made about whether achievement is, in fact, “good enough.”

Description of the Social Studies Assessment Standards

The following statements describe what is expected of Grade 6 students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of the Grade 6 Social Studies program. These statements represent the standards against which student achievement will be measured.

Acceptable Standard

Students who meet the *acceptable standard* in Grade 6 Social Studies have a basic understanding of the concepts, generalizations, and skills fundamental to the program.

Students who meet the *acceptable standard* know that all people have similar physical, social, and psychological needs. They understand these concepts and are able to give examples of each. They know how individual and societal needs are met by local government; as well, they have a basic understanding of the rights and responsibilities of citizens.

These students independently understand, organize, analyze, synthesize, and apply social studies related ideas and concepts in simple and familiar situations. They are able to apply their knowledge of basic concepts such as human needs, class structure, rights, responsibilities, local government, lobby groups, communication, technology, and sharing.

Students who meet the *acceptable standard* are able to distinguish between fact and opinion, compare maps of different scales and compute distances, and organize information into charts and graphs. Students who meet the *acceptable standard* are able to use high-level thinking skills in familiar contexts.

The expectation is that these students are successful with familiar tasks and can compare and contrast the ways in which different societies meet basic needs. Also, they are expected to analyze and synthesize information to make inferences and draw conclusions about how traditions, customs, individuals, and government influence the ways in which people meet their basic needs.

Standard of Excellence

Students who meet the *standard of excellence* in Grade 6 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to social studies. They are confident learners who

demonstrate a clear and accurate understanding of how individual and societal needs are met in different societies. They are able to transfer their knowledge and understanding to unfamiliar situations.

Students achieving the *standard of excellence* are able to deal with complex details and ideas. They are able to organize and interpret a wide variety of information and abstract material to some degree. They are able to apply high-level thinking skills to unfamiliar contexts.

Grade 6 Social Studies Assessment

General Description

The assessment consists of 50 multiple-choice questions. The student is required to use a separate answer sheet.

The assessment is designed to be completed in 60 minutes. However, additional time of up to 30 minutes may be provided to allow students to finish.

The test is based on three social studies topics.

Topic A
Local Government

Topic B
Greece: An Ancient Civilization

Topic C:
China: A Pacific Rim Nation

The knowledge and skills components are integrated in the test. Neither participation skills nor attitude objectives are directly evaluated on this test. However, they contribute to students' ability to do the test. The following blueprint shows the weighting and distribution for the questions.

Blueprint

This blueprint shows the reporting categories and topics under which questions are classified. The percentages of questions in each section are approximate.

Reporting Category		Topic A Local Government	Topic B Greece: An Ancient Civilization	Topic C China: A Pacific Rim Nation	Proportion of Score
Knowledge	Understands Generalizations, Concepts, Related Facts, and Content	14%	13%	13%	40%
Skills	Locating, Organizing, Interpreting Information	20%	20%	20%	60%
	Geography/Mapping				
	Analyzing, Synthesizing, Evaluating				
Proportion of Score		34%	33%	33%	100%

Practice Questions

Examples of multiple-choice questions are presented on the following pages. The examples illustrate the nature and complexity of the questions that will appear on the 1997 test. Teachers are encouraged to familiarize students with the types of questions that will appear on the test by discussing these practice questions with them.

Background information for each practice question is provided in the *Key and Descriptors for Practice Questions*, on page 18. Note that the selection includes examples of knowledge and skills

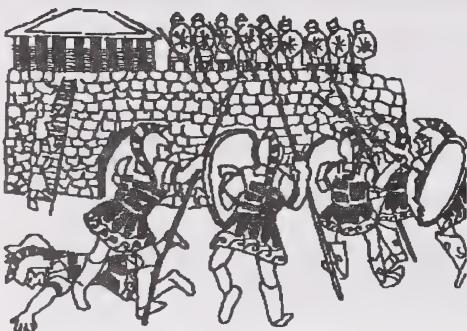
questions for each of the three topics. The weightings assigned on the actual test are indicated in the blueprint above.

The practice questions presented here appeared on the 1996 achievement test and, along with questions released through earlier bulletins, are no longer secured. Other questions from the 1996 and 1995 tests remain secured (see *General Information Bulletin, Provincial Student Assessment Program* for details).

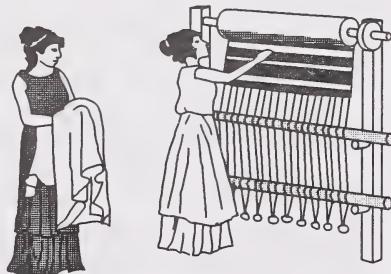
Use the following pictures to answer questions 1 and 2.



Teaching a lesson



Fighting a battle



Weaving wool into cloth



Farming the land

1. Which picture represents an activity that would **most** likely be recorded by a historian?
 - Teaching a lesson
 - Fighting a battle
 - Weaving wool into cloth
 - Farming the land
2. In Ancient Athens, the **fewest** slaves would have been involved in
 - teaching a lesson
 - fighting a battle
 - weaving wool into cloth
 - farming the land

Read the following comments about some ways in which people have met their needs.
Then answer questions 3 to 5.

Leonidas
Ancient Greece



Throwing a javelin

“I wear a chiton all year long. I live by the Mediterranean Sea, so the weather doesn’t change a lot from season to season. I think that this is the best place to live.

“When I’m older, I will be expected to serve my city-state.”

Kelsey
Alberta today



Tobogganing

“The weather in Alberta sure changes from season to season. I can wear shorts in the summer, but I need to wear a ski jacket in the winter!

“When I grow up, I will have the opportunity to choose what I want to do.”

Mei-Lin
China today



Riding a bicycle

“I live in southern China. I now wear western-styled clothes and often use an umbrella during the warm wet winters.

“When I grow up, I would like to become a teacher, but I believe this will be difficult.”

Lyander
Ancient Greece



Pressing grapes

“In Ancient Greece, there are several classes of people. I am a slave. This means that I will never be allowed to vote or to receive an education.

“The people who own me say that they are pleased with my work and will keep me as a slave when I grow up.”

3. Which is the **best** conclusion that can be made from the comments?

- A. It is wrong for one class to own another.
- B. Sharing among countries can influence people's lifestyle.
- C. Ancient Greek values, beliefs, and ideas have affected western civilization.
- D. The ways in which needs are met have changed over time and from place to place.

4. Which of the four speakers expresses an opinion?

- A. Leonidas: "When I'm older, I will be expected to serve my city-state"
- B. Kelsey: "I will have the opportunity to choose what I want to do"
- C. Mei-Lin: "I would like to become a teacher, but I believe this will be difficult"
- D. Lyander: "I am a slave. This means that I will never be allowed to vote"

5. Based on the comments, which statement **best** describes why clothing needs are met in different ways?

- A. Fashions vary from country to country.
- B. Climatic conditions differ among countries.
- C. The amount of money people have to spend on clothes varies.
- D. The materials available for making clothes are not the same in each country.

Read the following information and then answer questions 6 and 7.

When the people of Hillsburg discussed the need for a swimming pool, some supported the idea while others were against it. The town council voted in favour of building the swimming pool.

“I think the swimming pool will cost too much money. This money should be spent on improving services we already have, such as providing low-cost housing, fire protection, and repairing roads.”



Alan Tobias

“I can hardly wait for the swimming pool to be built. I agree with the town council when they say a swimming pool will promote a healthy lifestyle.”



Michael Ferris

“This decision upsets me. My taxes will increase to pay for this pool and I will not be using it.”



Janet Logan

6. Which question are these people discussing?

- A. Should children have the same rights as adults?
- B. How can citizens be actively involved in local government?
- C. Should lobby groups be allowed to influence government decisions?
- D. What community services should be provided?

7. If Janet Logan decides to contact a town councillor to express her opinion, she will be exercising her

- A. responsibility to pay taxes
- B. responsibility to obey laws
- C. right to free speech
- D. right to make decisions

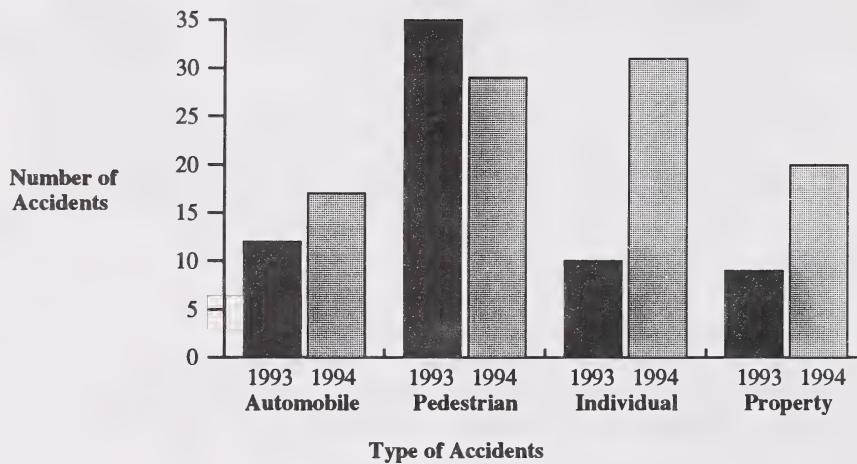
Use the following information to answer questions 8 and 9.

The people of Brownsville are concerned about the increase in bicycling accidents over the last two years, as shown in the following chart and graph:

Accidents Involving Bicycles

Type of Accidents	Number of Accidents	
	1993	1994
Automobile and bicycle accidents	13	17
Pedestrian and bicycle accidents	29	35
Individual bicycle accidents	10	31
Property damaged by bicycles	9	20

Accidents Involving Bicycles



8. Compare the graph to the chart. Which section of the graph does **not** accurately reflect the statistics shown in the chart?

- A. Automobile
- B. Pedestrian
- C. Individual
- D. Property

9. The group that could **best** use the statistics from the chart would be

- A. hospital managers requesting increased funding
- B. citizens supporting a bylaw to restrict bicyclists
- C. citizens opposing a bylaw to restrict bicyclists
- D. police officers charging bicyclists who break the law

Read the following comments that express different views people in China have about how their needs are met. Then answer questions 10 to 13.

"The youth today want too much: new clothes, cars, and freedom. The old ways were better because they emphasized the important things in life, such as family and nature."



Ling
Farmer

"Visitors from other countries are good for China. They bring money and new ideas. To improve my English I bought a radio so that I could listen to English-speaking programs."



Fong
Tour Guide

"It is the opinion of our government that foreign visitors, goods, and money influence our youth. Young people must learn the benefits of life in China and of living in a Chinese culture."



Sin
Minister of Culture

"Trade with western countries is very important to the Chinese economy. We have many products that countries like Canada and the United States need and want. These countries are willing to pay a great deal of money for them, which can only benefit the Chinese economy."



Han
Businessman

10. According to their comments, which speakers would be **most** supportive of the traditional ways of doing things?

- A. Ling and Han
- B. Sin and Fong
- C. Ling and Sin
- D. Fong and Han

11. According to her comments, Fong would **most** value

- A. modern technology
- B. traditional beliefs
- C. another lifestyle
- D. foreign travel

12. According to the comments, which speaker could have an interest in learning about what Canadian farmers produce?

- A. Ling
- B. Fong
- C. Sin
- D. Han

13. Sin would **most** likely agree with which statement?

- A. The government should strongly promote Chinese values among its young people.
- B. The government should encourage bringing cultural groups into China.
- C. Chinese people should be allowed to buy whatever they like.
- D. China should import more products to change young people.

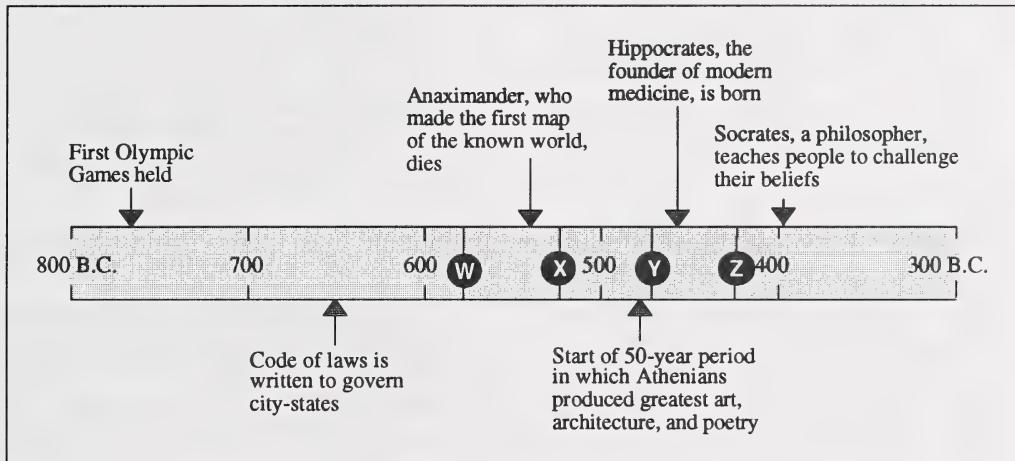
14. In China, grandparents often play an important role in meeting social needs by

- A. working in the rice fields
- B. transporting vegetables to the local market
- C. living with their extended families
- D. providing the main income for their families

15. Increased farmland in China was achieved through the use of

- A. rice paddies
- B. crop rotation
- C. natural fertilizer
- D. terraced hillsides

Use the following time-line to answer questions 16 and 17.



16. Pythagoras, an important Greek mathematician, was born in 582 B.C. Which letter on the time-line indicates the year?

- A. Letter W
- B. Letter X
- C. Letter Y
- D. Letter Z

17. What is the **best** title for this time-line?

- A. Governments of Ancient Greece
- B. Contributions of Ancient Greece
- C. Important People of Ancient Greece
- D. Occupations of Ancient Greece

Key and Descriptors for Practice Questions

Each sample question is classified according to the topic on which it is based. In addition, the curriculum standards for each question are included.

Ques.	Key	Topic	Component*	Category**	Curriculum Standard
1	B	B	K	C	Understand the role of historians in helping us to learn about ancient civilizations
2	A	B	K	C	Understand class structure of Ancient Greece
3	D	B	S	A	Synthesize information to select best conclusion
4	C	B	S	L	Distinguish fact from opinion
5	B	B	S	G/M	Infer how the environment affects basic needs based on various comments
6	D	A	S	A	Synthesize information to draw a conclusion
7	C	A	K	C	Understand differences between rights and responsibilities of citizens
8	B	A	S	L	Interpret data on a graph and a chart
9	B	A	S	A	Draw a conclusion from data contained in a graph and a chart
10	C	C	S	A	Analyze information to draw a conclusion
11	A	C	S	L	Interpret information to identify point of view
12	D	C	S	L	Interpret information to make an inference
13	A	C	S	A	Analyze information to draw a conclusion
14	C	C	K	G	Understand that customs and traditions influence methods of meeting basic needs
15	D	C	K	C	Understand how physical environment affects the way people meet their basic needs
16	A	B	S	L	Interpret time-line to determine chronological order
17	B	B	S	A	Synthesize information from time-line

*Component: **K**—Knowledge
S—Skill

Category: **A—Analyzing, Synthesizing, Evaluating
C—Concepts
G—Generalizations
G/M—Geography/Mapping
L—Locating, Organizing, Interpreting Information

Preparing Students for the Assessment

The best way to prepare students for writing the social studies achievement test is to use instructional time teaching the important learnings as set out in the Program of Studies.

Teachers are also encouraged to familiarize their students with the types of questions that will appear on the test by discussing the practice questions included in this bulletin.

Teachers may also wish to familiarize their students with the format of multiple-choice questions.

Suggestions for Answering Multiple-Choice Questions

- Consider all forms of information provided. Information will be presented not only in words but also in visual forms such as cartoons, pictures, charts, or maps.

- When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. These questions will always include a bold-faced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.

- If a correct or best answer does not become obvious to you fairly quickly, eliminate the answers that seem least appropriate and then use your judgement to select an answer from those that remain.
- When you are given information to be used with more than one question, remember to go back to the information before answering each question.

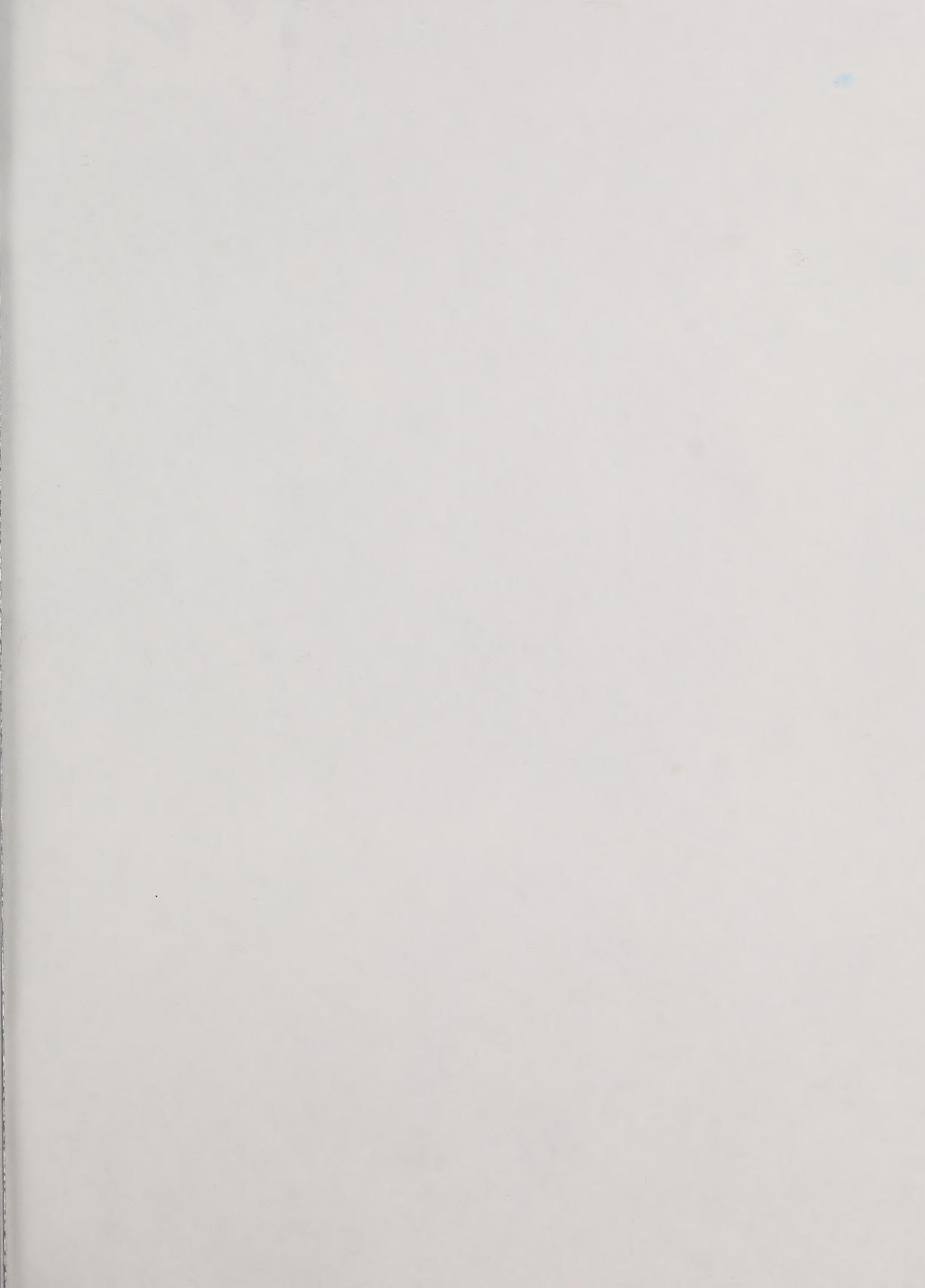
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